

# Inspection of Park Day Nursery & Pre-School Ltd

Crofton Community Centre, Stubbington Lane, FAREHAM, Hampshire PO14 2PP

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Inspection date: 20 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children settle well in this nurturing and welcoming nursery. Babies who are very new to the setting receive plenty of cuddles and reassurance. Older children independently hang up their coats and choose what they would like to play with. They explore many of the exciting activities that are available to them. For example, babies squeal with delight as they find new ways to squirt water in the water tray. Older children eagerly say the letters and sounds they know when exploring flash cards. Staff support them to identify new letters. Children enjoy the challenge of learning new letters and sounds.

Children have a positive attitude to their learning and keep on trying when they come across a challenge. They show great determination as they try to manage tasks for themselves. For example, children work together when using spray bottles to water the plants in the garden. They tell their friends they have to 'shake' the bottle for it to work. Children make good progress and develop skills they need to be confident learners. Babies explore the well-resourced environment with support from staff. Older children recognise their names on pegs, learn to hold a pencil, and dress themselves independently. This helps to prepare them for their future learning.

## **What does the early years setting do well and what does it need to do better?**

- Managers and staff plan a curriculum around children's interests and developmental needs. They know children well and understand how they learn. Staff plan a wide range of activities across all areas of learning. The curriculum is well sequenced. Children gain the skills they need for their next stage of learning. This helps children make good progress.
- Children behave well. They demonstrate respectful behaviours as they patiently wait their turn to speak during activities. Children listen to their friends as they talk about significant events they celebrate. Staff model the use of good manners. For example, they frequently say 'please' and 'thank you', which children repeat. Children talk to staff about why manners are important. They understand to say 'excuse me' if a friend is in their way. Children are learning how to have positive interactions with their friends.
- Children are developing their independence skills from an early age. For example, babies challenge themselves as they pull themselves up on low-level furniture. Very young children put on their coats and persevere as they try to pull up their zip. Older children carefully serve their own food at lunchtime. Staff encourage children to manage their own personal hygiene. For instance, they ask children to wipe their faces after they have eaten.
- Leaders carry out regular supervision and staff meetings to support staff's professional development and well-being. For example, staff attend specific baby

training to extend their knowledge on how to care for this age group. Staff regularly monitor sleeping children to ensure they are safe. However, the current sleeping arrangements for babies are not fully understood by all staff. This can lead to inconsistencies in practice.

- Staff support children's communication and language skills. Babies sing excitedly and join in with action songs and rhymes. Staff read books enthusiastically and encourage children to interact with the story. They provide focus group times to help children who need more support. For example, children concentrate and pay attention during a 'bucket time' activity. Staff introduce new vocabulary, such as 'smooth' and 'bumpy'. They ask children lots of questions. However, on occasion, staff do not always allow children the time they need to respond. This does not give children time to think and share their ideas.
- Partnership with parents is good. Parents speak highly about the nursery. They feel well informed about what their children are learning. For example, staff share learning that is planned for the week ahead. Parents comment on the progress their children make, particularly in speech and language.
- Children with special educational needs and/or disabilities are supported well. The special educational needs coordinator works in partnership with parents and external agencies to provide targeted plans. This helps all children to make good progress.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have completed safeguarding training. They have a clear understanding of how to record and report concerns about children or adults. This helps to protect children who could be at risk of harm or abuse. All staff have paediatric first-aid certificates. The designated safeguarding lead accesses training relevant to the role. The premises are safe and secure. All risks to children are identified and minimised. There is a robust recruitment and induction process in place to ensure staff are suitable for the role.

## **What does the setting need to do to improve?**

**To further improve the quality of the early years provision, the provider should:**

- sharpen existing monitoring and training of staff to identify all minor inconsistencies in practice
- strengthen staff's interactions and questioning skills so that they understand the importance of giving children more time to think and respond.

## Setting details

<b>Unique reference number</b>	EY358986
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10283923
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	51
<b>Number of children on roll</b>	71
<b>Name of registered person</b>	Park Day Nursery Pre-School Ltd
<b>Registered person unique reference number</b>	RP527161
<b>Telephone number</b>	01329 668686
<b>Date of previous inspection</b>	9 February 2018

## Information about this early years setting

Park Day Nursery & Pre-School registered in 1990. It is based in Fareham, Hampshire. The nursery opens weekdays, from 7.30am to 6pm, throughout the year. The out-of-school club operates from 7.30am to 9am and from 3.15pm to 6pm, during school term time. The nursery receives funding for the provision of free early education for children aged two-, three- and four-years old. There are 20 members of staff employed to work with the children, including the owner and the manager. Of these, 12 hold early years qualifications to at least level 3.

## Information about this inspection

### Inspector

Kelli Wiseman

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Leaders shared their vision and ethos with the inspector.
- The inspector spoke to staff and children during the inspection.
- The inspector carried out a joint observation of an activity with leaders.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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